# Texas Education Agency

## Standard Application System (SAS)

## 2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

| Program authority: | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | FOR TEA USE ONLY<br>Write NOGA ID here: |
|---|---|---|
| Grant Period | August 1, 2016, to July 31, 2017 | |
| Application deadline: | 5:00 p.m. Central Time, March 29, 2016 | Place date stamp here. |
| Submittal information: | Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:<br>Document Control Center, Division of Grants Administration<br>Texas Education Agency<br>1701 North Congress Ave<br>Austin, TX 78701-1494 | RECEIVED TEXAS EDUCATION AGENCY MAR 29 PM 2:52 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION |
| Contact information: | 21stCentury@tea.texas.gov | |

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | | Amendment # | |
|---|---|---|---|---|---|
| **Rio Grande City CISD** | **214-901** | | | | |
| Vendor ID # | ESC Region # | | | DUNS # | |
| **74-6003668** | **01** | | | **8005413640000** | |
| Mailing address | | | City | State | ZIP Code |
| **1 S. Fort Ringgold** | | | **Rio Grande City** | **TX** | **78582-4701** |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| **Adelina** | | **Villarreal** | **Asst. Director for Federal Pgms.** |
| Telephone # | Email address | | FAX # |
| **956-716-6962** | **roquenina@yahoo.com** | | **956-488-6070** |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| **Paul** | **M** | **Doyno** | **Director for Educational Opportunities** |
| Telephone # | Email address | | FAX # |
| **956-716-6628** | **pmdoyno@yahoo.com** | | **956-716-6697** |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| **Joel** | | **Trigo** | **Superintendent** |
| Telephone # | Email address | | FAX # |
| **956-716-6702** | **joeltrge@yahoo.com** | | **956-487-8506** |

Signature (blue ink preferred)

Date signed

_Only the legally responsible party may sign this application._

March 28, 2016       701-16-102-127

| Schedule #1—General Information (cont.) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 3 | Certification of Shared Services | ☐ | ☐ |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grant* | ☐ |
| 8 | Professional and Contracted Services (6200) | | ☐ |
| 9 | Supplies and Materials (6300) | | ☐ |
| 10 | Other Operating Costs (6400) | | ☐ |
| 11 | Capital Outlay (6600) | | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 16 | Responses to Statutory Requirements | ☒ | ☐ |
| 17 | Responses to TEA Requirements | ☒ | ☐ |
| 18 | Equitable Access and Participation | ☒ | ☐ |
| 19 | Private Nonprofit School Participation | ☒ | ☐ |
| 21 | Program Information Addendum | ☒ | N/A |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)
Enter the start and end dates of your fiscal year in Section 1.
In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

| Section 1: Applicant Organization's Fiscal Year | |
|---|---|
| Start date (MM/DD): 09/01 | End date (MM/DD): 08/31 |
| Section 2: Applicant Organizations and the Texas Statewide Single Audit | |
| Yes: ☒ | No: ☐ |

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|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| 1. | Written Agreements | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| ☒ | I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements. |

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility. |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend. |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students. |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application. |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. |

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| Schedule #3—Certification of Shared Services | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|
| **Fiscal Agent** | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| **Member Districts** | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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| | Schedule #3—Certification of Shared Services (cont.) | | | |
|---|---|---|---|---|
| County-district number or vendor ID: **214-901** | | | Amendment # (for amendments only): | |
| **#** | **County-District # and Name** | **Authorized Official Name and Signature** | **Telephone Number and Email Address** | **Funding Amount** |
| **Member Districts** | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| | | | **Grand total:** | |

# Not Applicable

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

### Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

### Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

### Part 3: Revised Budget

| | | | A | B | C | D |
|---|---|---|---|---|---|---|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | $ | $ | $ | $ |
| 2. | Schedule #8: Contracted Services | 6200 | $ | $ | $ | $ |
| 3. | Schedule #9: Supplies and Materials | 6300 | $ | $ | $ | $ |
| 4. | Schedule #10: Other Operating Costs | 6400 | $ | $ | $ | $ |
| 5. | Schedule #11: Capital Outlay | 6600 | $ | $ | $ | $ |
| 6. | Total direct costs: | | $ | $ | $ | $ |
| 7. | Indirect cost ( %): | | $ | $ | $ | $ |
| 8. | Total costs: | | $ | $ | $ | $ |

# Not Applicable

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #4—Request for Amendment (cont.) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | Not Applicable | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Elementary Education Enrichment (E³) Learning Centers:** Rio Grande City Consolidated Independent School District (RGCCISD )serves several economically disadvantaged communities. Embracing earlySTEM (Science, Technology, Engineering, and Mathematics) education, along with education in literacy, the District will emphasize the significance educational enrichment with the predominantly Hispanic border community through a myriad of integrated school-community activities for students, parents, and neighborhood community members alike.

**RGCCISD needs to transcend its geographic, demographic, and economic obstacles, which have limited its efforts to rise to the challenge for education.** Rio Grande City CISD is a rural district located in Starr County, the most impoverished county in Texas with a **39.2%** of school-aged students living under state poverty levels (Money publication, **2016**), and a current rate **15.4%** unemployment (the highest in Texas). The county is located on the Texas-Mexico border and is a part of the Rio Grande Valley Empowerment Zone. It is the site of many *colonias*, small remote and isolated neighborhoods consisting of substandard housing, inadequate sewage systems, and unsanitary conditions, often erected far from any municipality or rural public service. The District is a large individual school district in the United States in geographic area. It facilitates the learning of the student populations of Rio Grande City (the County Seat) and surrounding communities including La Grulla, La Casita, Garciasville, and Alto Bonito (all approximately 20 miles away from the town of Rio Grande City), together with various colonias within the boundaries of RGCCISD. Within its span of an area of approximately 456 square miles, these communities and colonias have remained limited in economic development due to isolation and to geographical factors. In order to service the entire student population, the District is comprised of nine elementary schools (ten campuses), three middle schools (four campuses), two high schools (three campuses), and one alternative center, with a total District enrollment of 10,930 students. Demographics reflect a 98.3% Hispanic population whose predominant language is Spanish. Because of the proximity to Mexico (less than 3 miles), there is a high influx of Mexican immigrants into the area. Furthermore, 88.9% of the District's students are economically disadvantaged and come from low-income families. The Limited English Proficient (LEP) students comprise 66.0% of the populace, 9.6% are classified as Special Education students, and 74.4% of the total student population is At-risk.

During the last administration of the State of Texas Assessment for Academic Readiness (STAAR) test, the following comparative illustrations reflect the lagging scores in the areas of Reading, Science and Social Studies.

| | Reading | | | Math | | | Writing | | | Science | | | Soc. Studies | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Reg | SE | ELL | Reg | SE | ELL | Reg | SE | ELL | Reg | SE | ELL | Reg | SE | ELL |
| **RGCCISD** | 72 | 51 | 62 | 86 | 58 | 77 | 74 | * | 67 | 74 | 60 | 62 | 73 | 64 | 50 |
| **Region I** | 71 | | | 79 | | | 71 | | | 75 | | | 72 | | |
| **State** | 77 | | | 81 | | | 72 | | | 78 | | | 78 | | |

*2014-2015 TAPR (Texas Academic Performance Report)

The LEP and Special Education student scores for the District are also shown. The scores resulted in the Staging of both the Bilingual (stage 3) and Special Education (stage 4) areas of instruction for the RGCCISD this year. The Texas Education Agency has visited the district, and measures are underway to improve the deficiencies found.

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| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Elementary Education Enrichment (E³) Learning Centers** are appropriate to address the needs of the target population of students in grades Pk through 5. A district needs assessment was conducted in order to verify the need for program and to determine which campus would be best served by the grant. RGCCISD is a *high need, high poverty (Title 1, Schoolwide) district.*

To make a greater impact, the district intends to develop Learning Centers at five elementary campuses. The District will employ two Site Coordinators, one for the east side and one for the west, with the experience and/or knowledge required to coordinate all activities, provide advocacy, and meet the needs of the students and families before, during, and after school hours.. Each Community Learning Center (CLC) will employ a Lead Teacher among the teaching staff to act as an on-site resource.

## PROJECT DESIGN

Students will be offered activities designed to provide opportunities for *academic enrichment*, such as: tutoring, one-on-one instruction, and homework assistance. During hours of operation, the district will offer staff extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Math, Science, Social Studies, English Language Arts, and Reading) at each site.

Students will also be offered an extensive selection of additional activities designed to reinforce *positive behaviors.* These activities may include: Robotics and similar activities emphasizing STEM (Science, technology, engineering and mathematics) integration, and Project-based activities integrating the arts, etc.

Students will sign-up for any of the activities that they wish to participate in and then will be placed in various groups of at least 10. Each project will run for six weeks and will be taught by a volunteer, contracted agency, or school employee. At the end of the six weeks, the students will rotate to another project and a second group of students will be brought in to participate in the project. The Title I, Part A district proposes to collaborate with a the University of Texas Health and Science Center, South Texas College, Rio Grande Valley Council who are community-based organizations
Each center will operate 35 weeks per year. For the fall and spring term a minimum of 12 hours per week, four days per week and for summer term, 4 hours per day for 4 days per week, for 6 consecutive weeks.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |
|---|---|

| Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB | |
|---|---|

| Grant period: August 1, 2016, to July 31, 2017 | Fund code/shared services arrangement code: 265/352 |
|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $253826 | In Kind | **$253826** |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $49500 | $ | $49500 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $56300 | $4200 | $60500 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $35500 | $10500 | $46000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $2025 | $ | $2025 |
| | Consolidate Administrative Funds | | | ☐ Yes ☐ No | |
| | Total direct costs: | | $397151 | $14700 | $411851 |
| | Percentage% indirect costs (see note): | | N/A | $ | $ |
| | Grand total of budgeted costs (add all entries in each column): | | **$397151** | **$14700** | **$411851** |

| **Shared Services Arrangement** | | | | | |
|---|---|---|---|---|---|
| 6493 | Payments to member districts of shared services arrangements | | $ | $ | $ |

| **Administrative Cost Calculation** | |
|---|---|
| Enter the total grant amount requested: | $411851 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $14700 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

| **For TEA Use Only** | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

## Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: **214-901** | | Amendment # (for amendments only): | |
|---|---|---|---|

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|---|---|---|---|
| **Academic/Instructional** | | | | |
| 1 | Teacher | | | $ |
| 2 | Educational aide | | | $ |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director (required) | | 1 | In Kind |
| 5 | Site coordinator (required) | | 2 | In Kind |
| 6 | Family engagement specialist (required) | | 1 | In Kind |
| 7 | Secretary/administrative assistant | | | $ |
| 8 | Data entry clerk | | | $ |
| 9 | Grant accountant/bookkeeper | | | $ |
| 10 | Evaluator/evaluation specialist | | | $ |
| **Auxiliary** | | | | |
| 11 | Counselor | | | $ |
| 12 | Social worker | | | $ |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | | |
| 13 | ESC specialist/consultant | | | $ |
| 14 | ESC coordinator/manager/supervisor | | | $ |
| 15 | ESC support staff | | | $ |
| 16 | ESC other | | | $ |
| 17 | ESC other | | | $ |
| 18 | ESC other | | | $ |
| **Other Employee Positions** | | | | |
| 19 | Title | | | $ |
| 20 | Title | | | $ |
| 21 | Title | | | $ |
| 22 | | | Subtotal employee costs: | 0 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 23 | 6112 | Substitute pay | | $ |
| 24 | 6119 | Professional staff extra-duty pay (18 professionals @ $21 & 5 Lead teachers @$22 x 444hrs | | $216672 |
| 25 | 6121 | Support staff extra-duty pay (2 x $15/hr 444hrs =$13320 | | $13320 |
| 26 | 6140 | Employee benefits ($216672x 11%) = $23834 | | $23834 |
| 27 | 61XX | Tuition remission (IHEs only) | | $ |
| 28 | | Subtotal substitute, extra-duty, benefits costs | | $253826 |
| 29 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$253826** |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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|---|---|
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| Schedule #8—Professional and Contracted Services (6200) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

| | Expense Item Description | Grant Amount Budgeted |
|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land<br>Specify purpose: | $ |
| | a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ |

**Professional and Contracted Services**

| # | Description of Service and Purpose | Grant Amount Budgeted |
|---|---|---|
| 1 | Pearson: Professional Development on TX Flex Literacy and TX Flex Math | $7500 |
| 2 | Summer Engineering Camp: College First consultant<br>$8000/day x 5 sites = 40000 | $40000 |
| 3 | External Evaluator: Grant evaluation at $200/hr x 10 hrs | $2000 |
| 4 | | |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| | b. Subtotal of professional and contracted services: | $49500 |
| | c. Remaining 6200—Professional and contracted services that do not require specific approval: | $ |
| | (Sum of lines a, b, and c) Grand total | $49500 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: **214-901** | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6300 | Total supplies and materials that do not require specific approval:<br><br>TX Flex for Literacy by Pearson: 150 x 405 = 6300     **$6300**<br><br>**Student Supplies:** STEMscope kits, manuals, materials, board games, arts and crafts, project supplies, sports equipment, and for student activities for the full 35 weeks.<br>     5 centers at $10000+ $50000<br><br>              **$50000**<br>Miscellaneous Supplies to be used by Project Director, Site Coordinators, and Family Engagement Specialist to properly implement the program.<br>    a.  Grantee Level Fixed Cost - $100 X 12 months = $1200<br>    b.  Center Level Fixed Cost - $125 per month X12 months X 5 Sites = $3,000<br>              **$4200** | | $60500 |
| | **Grand total:** | **$60500** |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: **214-901** | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. **Project Director to attend Nat'l Conference** | $4500 |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. | $ |
| | Specify purpose: | |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | $ |
| 6413 | Stipends for non-employees other than those included in 6419 | $ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. **In-state travel for Project Director and Site coordinators to attend mandatory workshop in Austin TX** | $6000 |
| | Subtotal other operating costs requiring specific approval: | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: **Bus transportation during summer: $25000** **Nutritious Snacks: $10500** | $35500 |
| | **Grand total:** | **$46000** |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
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| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600)** |
| | County-District Number or Vendor ID: **214-901** | | Amendment number (for amendments only): |
| **6669—Library Books and Media (capitalized and controlled by library)** |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** |
| 2 | | | $ | $ |
| 3 | | | $ | $ |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** |
| 12 | STEMscope licenses: $5/child x 405 = | 405 | $5 | $2025 |
| 13 | | | $ | $ |
| 14 | | | $ | $ |
| 15 | | | $ | $ |
| 16 | | | $ | $ |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment, furniture, or vehicles** |
| 19 | | | $ | $ |
| 20 | | | $ | $ |
| 21 | | | $ | $ |
| 22 | | | $ | $ |
| 23 | | | $ | $ |
| 24 | | | $ | $ |
| 25 | | | $ | $ |
| 26 | | | $ | $ |
| 27 | | | $ | $ |
| 28 | | | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** |
| 29 | | | $ |
| | **Grand total:** | **$2025** |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| **For TEA Use Only** |
|---|---|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | |
|---|---|---|---|---|
| County-district number or vendor ID: **214-901** | | | Amendment # (for amendments only): | |

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | 2 | .02% | Attendance rate | 94.1% |
| Hispanic | 10748 | 98.3% | Annual dropout rate (Gr 9-12) | 1.3% |
| White | 163 | 1.5% | Students taking the ACT and/or SAT | 62.4% |
| Asian | 16 | .15% | Average SAT score (number value, not a percentage) | 1369 |
| Economically disadvantaged | 9717 | 88.9% | Average ACT score (number value, not a percentage) | 17.1 |
| Limited English proficient (LEP) | 7214 | 66.0% | Students classified as "at risk" per Texas Education Code §29.081(d) | 74.4% |
| Disciplinary placements | 204 | 1.8% | | |

**Comments**

Click and type here to enter response.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

| **Category** | **Number** | **Percentage** | **Category** | **Number** | **Percentage** |
|---|---|---|---|---|---|
| African American | 1 | .1% | No degree | 14 | 1.8% |
| Hispanic | 731 | 93.9% | Bachelor's degree | 702 | 90.2% |
| White | 30 | 3.8% | Master's degree | 59 | 7.6% |
| Asian | 16 | 2.1% | Doctorate | 3 | .4% |
| 1-5 years exp. | 118 | 15.1% | Avg. salary, 1-5 years exp. | $45,551 | N/A |
| 6-10 years exp. | 236 | 30.6% | Avg. salary, 6-10 years exp. | $49,461 | N/A |
| 11-20 years exp. | 259 | 33.3% | Avg. salary, 11-20 years exp. | $52,310 | N/A |
| Over 20 years exp. | 142 | 18.2% | Avg. salary, over 20 years exp. | $62,407 | N/A |

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|---|---|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| County-district number or vendor ID: **214-901** | | | | | | | Amendment # (for amendments only): | | | | | | | | |
| **Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | | |
| **School Type** | **PK (3-4)** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Total** |
| Public | 31 | 47 | 56 | 59 | 65 | 71 | 76 | | | | | | | | 405 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| **TOTAL:** | 31 | 47 | 56 | 59 | 65 | 71 | 76 | | | | | | | | 405 |

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## Schedule #13—Needs Assessment

| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |
|---|---|

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A review of the demographic data of the community and the subsequent review and analysis of the data reflecting academic performances of the student population, the needs for the program became clear. A group consisting of the the CATE Director (and presently acting ACE cycle 8 director), site coordinators, the family engagement specialist, the CATE specialist, Director for Educational Opportunities, Director for Advanced Academics, principals, teachers and parents discussed the data presented and provided feedback. While the ACE (cycle 8) program has had an impact at the secondary levels, the need at earlier intervention and enrichment is necessary to support and feed the existing efforts of the secondary schools. As stated in the overview of this grant proposal, the data affecting the need for the project are as follows:

### Community Needs Assessment

| Population Density (Population 13,784) | | Unemployment Rates (Population 25 and Over) | | | Crime Rates (Population 18 and Under) | | |
|---|---|---|---|---|---|---|---|
| **Demographic** | **%** | **Gap/Need** | **City** | **State** | **Gap/Need** | **City** | **State** |
| Hispanic | 96.8% | Less Than 9th Grade Education | 30.7% | 9.8% | Vandalism Charges | 43.8% | 38.2% |
| White | 2.9% | No High School Diploma | 14.2% | 9.8% | Weapon Charges | 22.2% | 12.4% |
| African American | .3% | Population Doesn't Speak English at Home | 93.6% | 34.4% | Alcohol Related Offences | 22.2% | 18.8% |
| Asian | .0% | Households Falling Below Poverty | 25.9% | 13.2% | Drug Abuse Violations | 22.7% | 11.2% |

*The project is appropriate to address the needs of the target population* In addition, a district needs assessment was conducted in order to verify the need for the program and to determine which campus would best be served by this grant.

| | Economically Disadvantaged | At-Risk | LEP | Reading | Writing | Science |
|---|---|---|---|---|---|---|
| **District** | 88.9% | 74.4% | 66.0% | 72 | 74 | 74 |
| Grulla | 88.7% | *93.3%* | *90.3%* | 66 | 76 | 54 |
| Alto Bonito | *94.2%* | *93.1%* | *92.3%* | 80 | 91 | 52 |
| La Union | *92.0%* | *93.9%* | *93.1%* | 77 | 68 | 82 |
| J&O Hinojosa | *89.7%* | *98.0%* | *96.9%* | 72 | 62 | 72 |
| Ramirez | 89.3% | *93.6%* | *93.3%* | 80 | 87 | 65 |
| Ringgold | 84.3% | 88.5% | 88.3% | 90 | 82 | 71 |
| North Grammar | *100%* | 88.9% | 88.2% | 76 | 72 | 60 |
| Roque Guerra | *91.8%* | 91.4% | 86.4% | 73 | 79 | 77 |
| Gen. Sanchez | 79.3% | 89.7% | 86.8% | 77 | 73 | 77 |
| **State** | **60.4%** | **45.4%** | **16.8%** | 77 | 72 | 78 |

In analyzing the data, it was determined that five centers could accommodate the target populations of all schools.
Site one: Alto Bonito Elementary will serve its own population and that of Grulla Elementary.
Site two: La Union Elementary will serve its own population..
Site three: J&O Hinojosa Elementary will serve its own population and of Ramirez Elementary.
Site four: North Grammar will serve its own population and that of Ringgold Elementary.
Site five: Roque Guerra Elementary will serve its own population and that of General Sanchez Elementary.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | Improve Academic Performance | **Academic activities** such as: academic assistance in math, science, reading, writing, homework help, ESL, computer literacy, number sense, peer-tutoring, reading clubs, virtual journals, e-diaries, STAAR prep, and critical thinking.<br>**Enrichment activities** may include Health and Fitness, Dance, Robotics and STEM based activities, and Mixed Media class |
| 2. | Improve Attendance | Involve parents in all **truancy prevention activities**; ensure that students face firm sanctions for truancy; create meaningful incentives for parental responsibility; establish on-going truancy prevention programs in schools; and involve local law enforcement in truancy reduction efforts. |
| 3. | Improve Behavior | Based on student needs, **behavioral activities** may include: drug and violence prevention (ROPES, anger management courses, self-esteem courses, parenting courses, youth development activities, and gang prevention counseling). These services will reinforce and complement the regular academic program by focusing on prevention and intervention activities, social and emotional issues, and student advocacy. |
| 4. | Improve Promotion Rates | Based on student needs, **promotion activities** may include: individualized and small group instruction through tutorials and homework assistance. Collaborative partnerships will also provide an array of academic and enrichment activities that help increase promotion rates. |
| 5. | Improve Graduation Rates (long-range goal) | Based on student/parent needs, **graduation activities** may include career-awareness and career interest resources, career pathway information, parental counseling on college possibilities, and value of higher education. |

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| Schedule #14—Management Plan | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | Project Director | The Project Director will be required to hold a Masters in Education Administration, with certifications in mid-management or prinicipalship, and experience in the areas of counseling preferred, and a minimum of five years in the administration of federal programs. |
| 2. | Site Coordinator(s) | The Site Coordinators will be required to hold a Bachelor's degree in education or related field. Experience with at-risk youth and families, staff supervision, and a knowledge of community resources preferred. |
| 3. | Family Engagement Specialist | The Family Engagement Specialist must hold a Bachelor's degree and experience in coordination, planning, and implementation of planned family activities. |
| 4. | Evaluator | The External Evaluator must hold a Bachelor's degree and have experience as a professional program evaluator. Experience with 21$^{st}$ Century CLC grant programs and/or federal grant initiatives is preferred. |
| 5. | | |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | Improve Academic Performance | 1. | Analyze Data and keep Individual Records | 8/1/ 2016 | 7/31/2017 |
| | | 2. | Implement Instructional/Enrichment Programs | 8/29/ 2016 | 7/31/2017 |
| | | 3. | Mid term evaluation of academic performance data | 01/16/2017 | 1/31/2017 |
| | | 4. | Adjust program elements as needed | 8/1/2016 | 7/31/2017 |
| | | 5. | Annual summary analysis of STAAR data/grades | 6/30/2017 | 7/31/2017 |
| 2. | Improve Attendance | 1. | Analyze Data and keep Individual Records | 8/1/ 2016 | 7/31/2017 |
| | | 2. | Implement Attendance Incentive Programs | 8/29/ 2016 | 7/31/2017 |
| | | 3. | Mid term evaluation of attendance data | 01/16/2017 | 1/31/2017 |
| | | 4. | Adjust program elements as needed | 8/1/2016 | 7/31/2017 |
| | | 5. | Annual summary analysis Attendance records | 6/30/2017 | 7/31/2017 |
| 3. | Improve Behavior | 1. | Analyze Data and keep Individual Records | 8/1/ 2016 | 7/31/2017 |
| | | 2. | Set and implement Behavioral expectations | 8/29/ 2016 | 7/31/2017 |
| | | 3. | Mid term evaluation of behavioral data | 01/16/2017 | 1/31/2017 |
| | | 4. | Adjust behavior program as needed | 8/1/2016 | 7/31/2017 |
| | | 5. | Summary analysis of referrals/discipline records | 6/30/2017 | 7/31/2017 |
| 4. | Improve Promotion Rates | 1. | Analyze Data and keep Individual Records | 8/1/ 2016 | 7/31/2017 |
| | | 2. | Implement Motivation Programs | 8/29/ 2016 | 7/31/2017 |
| | | 3. | Mid term evaluation of academic performance data | 01/16/2017 | 1/31/2017 |
| | | 4. | Adjust program elements as needed | 8/1/2016 | 7/31/2017 |
| | | 5. | Summary analysis of STAAR data/promotions | 6/30/2017 | 7/31/2017 |
| 5. | Improve Graduation Rates (long range | 1. | Analyze Data and keep Individual Records | 8/1/ 2016 | 7/31/2017 |
| | | 2. | Implement College Awareness Programs | 8/29/ 2016 | 7/31/2017 |
| | | 3. | Mid term evaluation of academic performance data | 01/16/2017 | 1/31/2017 |
| | | 4. | Adjust program elements as needed | 8/1/2016 | 7/31/2017 |
| | | 5. | Surveys/questionaires | 5/30/2017 | 7/31/2017 |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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| Schedule #14—Management Plan (cont.) | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.To ensure the process of soliciting feedback on an on-going basis and for ensuring continuous improvement in the operation of the project, the Project Director will manage and monitor the grant activities on a day-to-day basis. This individual will meet regularly with Site Coordinators, teachers, staff, and administrators for the purpose of providing feedback to ensure continuous improvement in the operation of the project. Information will be shared with campus administrators. The Site Coordinators will enter data collected from the previous day daily into the TX21st System. Information to be collected and entered will include attendance sign-in sheets and project participation. Students, parents, teachers, staff, and stakeholders will participate in surveys on a regular basis. The Project Director and Site Coordinators will meet regularly to review all collected data and information obtained from completed surveys to ensure continuous improvement. 2. The Project Director will ensure grant activities are being successfully implemented and that the operation of the grant project is on target. The Project Director will strictly adhere to the grant timeline of the activities. All activities, expenditures, and compliance issues will require internal communication, coordination, and reporting. Project Director will utilize the 21st CCLC Prime Blueprint approved by TEA as a guide for accomplishing milestones. 3. Data results will be: (a) used to refine, improve, and strengthen the project; (b) make available to the public upon request, with public notice of such availability provided, and c.) utilized to provide feedback on project to the stakeholders. 4.The district and staff feel confident that they have the capacity, past experience, and commitment to provide adequate resources and related services to the proposed campuses to implement, fully and effectively, the required activities. During the implementation phase, staff will utilize the support of the schools, principals, teachers, parents, and community to fully integrate the proposed project. Buy-in was obtained during the design phase.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will develop a sustainability plan that includes specific strategies to help ensure the E³ Community Learning Center(s) will remain in operation after grant funding ends. Special consideration has been given to the key elements that must be sustained in order to ensure the level of services remain consistent.

| Plan | Strategies | Resources | Stakeholders | Timeline |
|---|---|---|---|---|
| *Vision and Strategic Funding Orientation* | Review mission and vision statement. Conduct funding orientation. | Utilize volunteers, technical assistance, facilities, utilities, maintenance, administration, security, and equipment. | Superintendent, School Board, Administrators, and Campus Personnel | On-set to on-going |
| *Building Community Support* | Maximize Personnel, Facilities, and Equipment | Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the district. | Project Director, Site Coordinators, Family Engagement Specialist, CBOs, Faith-based Organizations, Senior Citizens, and Foundations | On-going |
| *Sustainability Plan* | Build Capacity | Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues. | Project Director and Site Coordinators | 3 months from start of project |

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| Schedule #15—Project Evaluation | |
|---|---|
| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Collection and analysis of **Academic** performance data | 1. | Pre/post Assessments |
| | | 2. | Grades and Benchmarks |
| | | 3. | Assessment measures within program classework (projects, rubrics, etc.) |
| 2. | Collection and analysis of **Attendance** measures/data | 1. | Program attendance logs/data |
| | | 2. | School attendance data |
| | | 3. | Attendance of specialty events |
| 3. | Collection and analysis of **Behavioral** data | 1. | Truancy referrals |
| | | 2. | Discipline referrals |
| | | 3. | Surveys |
| 4. | Collection and analysis of data affecting **Promotion** | 1. | Attendance logs |
| | | 2. | Grades/ RTI data |
| | | 3. | Surveys |
| 5. | Collection and analysis of data reflecting **Graduation** goals | 1. | Surveys |
| | | 2. | Focus Groups |
| | | 3. | Records of information issued |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Formative evaluation processes outlined in the application.** The district can ensure that all targeted population needs, objectives and milestones are reviewed consistently and areas of concerns are addressed. Activities can then be modified to ensure project success. **The methods of evaluation provide for examining the effectiveness of project strategies.** Results of the evaluation will be used to refine, improve, and strengthen the project and to refine performance measures to accurately assess project effectiveness in meeting the state goals and objectives. Results will be made available to the public upon request, with public notice of availability provided annually on the district's website.

| TENTATIVE TIMELINE AND GENERAL SCOPE OF WORK FOR THE EVALUATION | |
|---|---|
| **August** | Report focusing on the demographics of students currently enrolled in the E³ Project compared to the demographics of the rest of the school and summer growth data. |
| **January** | Report on 1st semester data including grades and district testing, with comparison to campus at large. |
| **April/May** | Report focusing on planning for final TX21st submission including student grades and looking forward to Final Yearly Report submission. |
| **May/June** | School outcomes report prepared for entry into TX21st as well as communication to stakeholders. |
| **August** | Submittal of Evaluation Report and all data for Final Yearly Report to TEA. |

Moreover, the district will comply with TEA evaluation responding to surveys, participating in focus groups and site visits. **Evaluation: Processes for collecting data, including program-level data and student-level academic data.** RGCCISD also intends to contract an External Evaluator. This individual has professional experience in working with school districts and campuses in assisting with evaluation, curriculum, professional development, community development, and strategic planning. The contracted External Evaluator, in conjunction with project staff, will be responsible for providing the following services:

- Coordinating the collection and monitoring the quality/completeness of required federal and state data. These include: a.) Project data such as: enrollment, demographics, attendance, and activity information; b.) Surveys of stakeholders (parents, students, teachers, staff, and adult advocates) at the end of each school year; and c.) School records data (employs data confidentiality processes adhering to the Family and Educational Rights and Privacy Act (**FERPA**), including student grades, STAAR scores, attendance, and disciplinary actions.

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| Schedule #16—Responses to Statutory Requirements | |
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**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Before/after- school and summer recess activities: Project Services (PS): Strategies are sufficient quality for equitable access.** The district has selected an array of before and after school and summer recess activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include the following:

### STUDENTS

**Academic Assistance:** The following activities were selected based on available research that indicates their success in improving students' academics.

| | | |
|---|---|---|
| Homework Help | Small group tutoring | Computer-assisted learning and |
| Number sense | Reading clubs | instruction |
| Critical thinking | STAAR review | Peer-tutoring |
| Response to Intervention (RtI) | Computer literacy | ESL |

**Enrichment Activities:** The following activities were selected based on available research that indicates their success in improving students behavior and keeping them out of trouble.

| | | |
|---|---|---|
| *STEM activities (ie. Robotics)* | *Leadership training* | *Self-esteem courses* |
| *Mixed Media class* | *Character education* | *Parenting courses* |
| *Student clubs* | *Community service* | |

### PARENTS

| | | |
|---|---|---|
| English/Spanish Pre- | Workforce Training | Parental Involvement Activities |
| Computer Literacy Courses | Career Counseling | Parental Support Services |
| Truancy Prevention Training | Career Development | Family Counseling |
| Family Literacy Education | Employment Skills Training GED | |

**Description of how students will travel safely:** At the end of the project day, the Site Coordinators will ensure that students are on the evening school bus or are appropriately picked up by parent, guardian, or designated individual. Each student participating in the project will be required to have a Participant Registration Form (Parental Consent Form) filled out and signed by the parent or guardian, prior to joining in any activities. The parent/guardian of the student must identify the method by which the student will leave the project each day, and will be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the project are required to be signed out of the project by an approved parent/guardian or designee who needs to provide identification. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will utilize the ACE Outreach materials that have been provided by TEA to disseminate information about the community learning centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents. Flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations. For all English-speaking parents, information will be addressed through a combination of methods to include: local newspapers, flyers sent home with students, school marquees, announcements, and project awareness provided by our local community-based partners.

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**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*Homework Assistance* - Studies of after-school programs that provide homework assistance have noted improvements in student motivation and work habits, which directly affects academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005).

*Tutoring* – Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) Improving student work habits - By building on the learning that takes place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, projects and assignments; 2) Meeting specific student needs - Tutoring can offer students individual attention to help them learn in different and perhaps more effective ways in a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) Reducing non-productive or risky behaviors - Tutoring offers students a safe, supportive environment after school and can help them make productive use of time.

**ENRICHMENT**

*Sports* - The Academic Enrichment Project, 2006, states that recreational activities are not academic in nature but rather allow students time to relax or play. Student clubs and high interest project-based learning fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned are in the areas of social skills, teamwork, and leadership.

*Family and Parental Activities* – Research indicates that parental involvement has a strong, positive effect on student achievement. "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. " (Karen Smith Conway, Science, News 2008)

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Funding Source | Amount | Intended Use of Funds |
|---|---|---|
| Local General Funds | $37.500 | The total (**$610,000**) in-kind funds are as follows:<br><br>Utilities that include: telephone, water, and electricity for grant activities conducted after-school and during the summer. ($750 x 10 months x 5 centers = **$37,500**) |
| | $100,000 | The Learning Centers will be housed in 5 campuses in which the value of each campus is over $1,000,000 x 2% x 2 centers = **$100,000** |
| | $25,000 | Maintenance supplies used for upkeep of each center ($500 x 10 months x 5 centers = **$25,000**) |
| | $12,500 | The district will extend existing security procedures to encompass the hours of operation for the 21st CCLC program. ($250 x 10 months x 5 centers = **$12,500**) |
| | $225,000 | Local funds will be utilized to pay for transportation for all participating students. ($4,500 x 10 months x 2 centers = **$225,000**) |
| | $210,000 | Salaries of the Project Director, Site Coordinators, and the Parental Engagement Specialist: **$210,000** |

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**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high—quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The objectives, strategies, activities, and desired results of the project are clearly specified.**
**1.) Objective Data:** RGCCISD's 21st CCLC projects have been developed in accordance with the Principles of Effectiveness. An assessment of objective data was conducted regarding issues critical to the development of a meaningful project including community needs and available resources; student behavior; remediation and acceleration; and parent literacy and involvement. The district obtained data from the 2014-2015 TEA TAPR Report, and the district's PEIMS department as addressed in the Needs Section.

**2.) Performance Measures:** The district will gather data on the following measures:

| PERFORMANCE MEASURE | TARGET |
|---|---|
| % of participants will improve mathematics and English grades improved from fall to spring | 75% |
| % of participants with teacher-reported improvement in homework completion and class participation. | 80% |
| % of all 21st-Century regular project participants showing improvement in school day attendance. | 90% |
| % of all 21st-Century project participants whose activity selection is based on a needs assessment. | 100% |
| # of innovative instructional activities offered | 8 |
| # of parent meetings held by the Site Coordinator outside of family engagement activities | 6 |
| # of pre- and post-test assessments conducted | 6 |
| % of all regular project participants with teacher-reported improvements in student behavior | 90% |
| % of participants who improve from not proficient to proficient or above in STAAR. | 75% |
| % of students in K-5 that promote to the next grade as of the end of the school year. | 95% |
| % of all 21st-Century project participants involved in extracurricular school activities. | 150% |
| % Site Coordinators who implement strategies learned as a result of trainings attended. | 100% |
| # of students meeting with an adult advocate. | 150 |
| # of school day staff meetings held by the Site Coordinator | 6 |
| # of staff members receiving training. | 15 |

**Scientifically Researched-Based Activities:** Studies have been conducted that indicate that after school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. After-school program participation also helps to keep youth from skipping school and experimenting with alcohol and drugs. In fact, the 1995 Westat, Inc. analysis of national data found that students who spend no time in after-school activities are 49% more likely to have used drugs and 37% more likely to become teen parents than students who spend 1 - 4 hours per week in after-school activities.

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**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

√ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

RGCCISD is partnering with community-based organizations to provide services designed to increase the academic success of students, prepare student for a future college and career, and decrease the delinquency of participating youths.  **University of Texas Health and Science Center** - Will address health issues and respond to the unique needs of the community. **Rio Grande City Police Department** – Will provide guest speakers on drug and alcohol prevention and gang awareness through their Juvenile Offenders' Program.  The Rio Grande City chapter of **Lion's Club** will assist in vision screening for incoming pre-kindergarten students in cooperation with Project Lone Star. Further, the **Starr County Industrial Foundation** partners with the District in providing information and guidance to business and workforce preparation for participating families.

*Please see Appendix for letters of support and commitment from other community partnerships.*

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**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district conducted a community needs assessment for the proposed community learning centers. The following chart includes the stakeholders involved, and specifically the needs and gaps that the community learning centers will address based on the findings:

| STUDENTS | | | | |
|---|---|---|---|---|
| Community Needs | Resources Available | Gaps and Lack of Resources | Delivery of Services | Stakeholders Involved |
| **Academic** | Counselors and Teachers | Low Promotion Rates | Tutoring, enrichment classes, STEM activities, literacy classes | IHEs, Private Corporations, Reading Center, Children's Community Organizations and * |
| **Attendance** | Counselors Principals | Low Attendance Rates | Self-esteem and character education trainings | JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, and * |
| **Behavior** | Teachers | Low Academic Achievement | RtI, credit recovery, and tutoring | Public entities, IHEs, Technology Department, Counseling Department, and * |
| **Graduation Rates** | N/A | Drop outs/ teen pregnancy, drug use | Self-esteem, tutoring, and trainings | Counselors, CBOs, Private Entities, and * |
| **Promotion Rates** | Teachers and Counselors | High Number of Special Population Students | Trainings, workshops, tutoring, and credit recovery | Public Entities, IHEs, ESC Staff, Counseling staff, and * |
| **Behavior** | Counselors and Teachers | High Crime Rates | Self-esteem, anger management, gang and drug prevention training | JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, and * |
| FAMILIES | | | | |
| Community Needs | Resources Available | Gaps and Lack of Resources | Delivery of Services | Stakeholders Involved |
| **Academic** | ABE Providers | Low Literacy Rates | ABE and GED | ABE Providers and * |
| **Behavior** | N/A | High Crime Rates | ROPES, self-esteem, anger management, gang and drug prevention training | JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, and * |
| *Administrators, Teachers, Students, and Parents. | | | | |

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**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*As previously outlined in this proposal research advocates the implementation of programs as proposed.*
*Homework Assistance* - Studies of after-school programs that provide homework assistance have noted improvements in student motivation and work habits, which directly affects academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005).
*Tutoring* – Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) Improving student work habits - By building on the learning that takes place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, projects and assignments; 2) Meeting specific student needs - Tutoring can offer students individual attention to help them learn in different and perhaps more effective ways in a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) Reducing non-productive or risky behaviors - Tutoring offers students a safe, supportive environment after school and can help them make productive use of time.
*Furthermore,* the $E^3$ Program will provide licenses to STEMscope, a scientifically research based online curriculum created under the auspices of Rice University, providing the CLC teachers the pedagogically sound instructional blueprint based on Marzano's 5-E Instructional Model. Literacy clubs will use Pearson's TX Flex for Literacy and TX Flex for Math which features project-based learning, in accordance with constructivist theory.

### ENRICHMENT

*Sports* - The Academic Enrichment Project, 2006, states that recreational activities are not academic in nature but rather allow students time to relax or play. Sports, and student clubs and high interest project-based learning fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned are in the areas of social skills, teamwork, and leadership.
*Family and Parental Activities* – Research indicates that parental involvement has a strong, positive effect on student achievement. "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. " (Karen Smith Conway, Science, News 2008)
RGCCISD has experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of students. RGCCISD has a partnership with the F.J. Scott Study Club to provide literacy services after-school to struggling students.
After-school tutorials and summer school activities are provided by the district. In addition, the it offers family literacy activities through use of their parental involvement department. Participants can also acquire the skills and knowledge to become active and informed parents, workers, and community members.
The Optional Extended Year Program (OEYP) funding, which is no longer in existence, had been utilized in the past to provide summer school to assist students with grade promotion. Additionally, The Rio Grande City Parks and Recreation Service also collaborates with the district in providing sports leagues during the year and swimming classes in the summer.
To expand on the success, the Superintendent will be responsible for obligating the district to the proposal requirements and will ensure the grant complies with the Texas Education Agency. The Federal Program Director, Mr. Joel F. Salinas, will supervise the Project Director and provide the facilities and resources to help support the project's goals.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will not utilize senior use senior volunteers to implement activities carried out through the community learning center due to the limited amount of the senior citizens in this rural area.

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**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

√ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The district will develop a sustainability plan that includes specific strategies to help ensure the Community Learning Center(s) will remain in operation after grant funding ends. Special consideration has been given to the key elements that must be sustained in order to ensure the level of services remain consistent. They key elements are as follows:

- **Vision** – The district will provide a clear and shared mission (vision) statement of the goals and objectives of the program in order to generate buy-in from all stakeholders. In addition, the district will define the scope of activities and scale of operation in order to ensure that stakeholders understand how the initiative fits within the larger community.
- **Strategic Funding Orientation** – The district will identify the resources needed to sustain the proposed program. This will include the expected fiscal needs, use of existing resources, maximizing of available revenue (i.e. federal, state, local, and private), creation of partnerships, and exploring new state and local revenue.
- **Broad Base Community Support** – Nurture community presence and support, encourage family involvement, and build partnerships that foster collaboration.
- **Strong Internal Systems** – Develop a strong fiscal management, accounting, and personnel system.

**Sustainability Plan** – Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicate with key partners. These strategies include:

| Plan | Strategies | Resources | Stakeholders | Timeline |
|---|---|---|---|---|
| *Vision and Strategic Funding Orientation* | Review mission and vision statement. Conduct funding orientation. | Utilize volunteers, technical assistance, facilities, utilities, maintenance, administration, security, and equipment. | Superintendent, School Board, Administrators, and Campus Personnel | On-set to on-going |
| *Building Community Support* | Maximize Personnel, Facilities, and Equipment | Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the district. | Project Director, Site Coordinators, Family Engagement Specialist, CBOs, Faith-based Organizations, Senior Citizens, and Foundations | On-going |
| *Sustainability Plan* | Build Capacity | Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues. | Project Director and Site Coordinators | 3 months from start of project |

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| Schedule #17—Responses to TEA Program Requirements | |
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**TEA Program Requirement 1:** Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The district will seek continuous feedback and involvement from community stakeholders about program planning, design and improvement continuously throughout the program (Management: Feedback and continuous improvement .** Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the project. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the project. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The district has identified three methods for **stakeholder involvement prior to notice of grant award and planned post grant award** listed below:

- **Recruit Stakeholders:** The district will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the project and its success.

- **Educate Stakeholders:** The district will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the project, and the roles their organization will play in the process.

- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the project is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district will ensure that the community stakeholders contribute to the following three areas:

- **Creating Program Awareness:** The 21$^{st}$ CCLC projects typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the district. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.

- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part of surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the project and in refining or modifying project activities.

**Sustainability:** In addition to supporting the growth of the project through outreach, all concerned parties will have a stake in sustaining the project. Sustainability means managing risks or vulnerabilities that have the potential for causing project offerings to diminish, become restricted, or terminated altogether.  This district will unite with community stakeholders that have a strong affiliation to the project. This will ensure their continued support beyond project funding.

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**TEA Program Requirement 2:** Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, it will ensure that the district in on track to meeting objectives and goals of the program.

The Management plan will include the following information:
- An outline of the programs objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.

In addition, the district will outline the roles and responsibilities of 21$^{st}$ CCLC personnel. This component of the management plan will include time commitments required. It will also include the potential evolution of each role throughout the program's time line. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management.

**Student Participation:**
The Management Plan will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as aims to recruit participants' families.

**Collaborations:**
The Management Plan will also describe the planned collaborations with all CBOs. For existing partnerships, the Management Plan will detail the proposed services to be offered.

**Communication:**
Maintaining communication is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and include contact information for all key staff.

**Acquisition and Maintenance of Technology Equipment, Software, and Supplies:**
The Management Plan will outline the proper procedures that need to be followed in order to purchase Equipment, Software, and Supplies. Information include may include the following:
- How will equipment and other instruments be acquired?
- Who will oversee their acquisition and maintenance?
- Plan to train individuals on the use and maintenance of purchased equipment.
- Who else has access to the equipment?
- Where will equipment be housed?

**ON-GOING TRAINING AND SUPPORT**

All grant personnel will participate in district and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following:
1. Key role personnel (e.g., business office staff, superintendant, and grant management staff) will attend mandatory orientations.
2. Project Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA;
3. Grant staff will be provided professional development training on the proper use of software and technology purchased through grant funds; and

Conference attendees will turn-key the information to other E$^3$ project staff (Train-the-TrainerModel) and incorporate relevant best practices into the project.

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**TEA Program Requirement 3: Center Operation Requirements**
**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Center Number: 1 | Center Name: Alto Bonito Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 214901110 | Distance to Fiscal Agent (Miles) | 20 |
| Grade Levels to be served (PK-12) | PK-5 | | |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 89 |
| Number of Adults (parent/ legal guardians only) to be served: | 16 |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | Grulla Elementary | | | |
| 9 digit Campus ID # | 214901102 | | | |
| District Name (If different) | | | | |
| Distance to Center | 1 mile | | | |

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

| Center Number: 2 | Center Name: La Union Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 214901103 | Distance to Fiscal Agent (Miles) | 15 |
| Grade Levels to be served (PK-12) | Pk-5 | | |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 32 |
| Number of Adults (parent/ legal guardians only) to be served: | 6 |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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**TEA Program Requirement 3: Center Operation Requirements**
**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Center Number: 3 | Center Name: John and Olive Hinojosa Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 214901105 | Distance to Fiscal Agent (Miles) | 6 |
| Grade Levels to be served (PK-12) | Pk-5 | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 82 |
| Number of Adults (parent/ legal guardians only) to be served: | 13 |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | Dr. Mario Ramirez Elem. | | | |
| 9 digit Campus ID # | 214901112 | | | |
| District Name (if different) | | | | |
| Distance to Center | < 1 mile | | | |

**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| Center Number: 4 | Center Name: North Grammar | | |
|---|---|---|---|
| 9 digit campus ID# | 214901104 | Distance to Fiscal Agent (Miles) | 2 miles |
| Grade Levels to be served (PK-12) | Pk-5 | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 82 |
| Number of Adults (parent/ legal guardians only) to be served: | 13 |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | Ringgold Elementary | | | |
| 9 digit Campus ID # | 214901107 | | | |
| District Name (if different) | | | | |
| Distance to Center | 2 miles | | | |

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**TEA Program Requirement 3:** Center Operation Requirements
**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Center Number: 5 | Center Name: Roque Guerra Elementary | | |
|---|---|---|---|
| 9 digit campus ID# | 214901108 | Distance to Fiscal Agent (Miles) | 5 |
| Grade Levels to be served (PK-12) | Pk-5 | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | 120 |
| Number of Adults (parent/ legal guardians only) to be served: | 18 |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | Gen. Sanchez Elem. | | | |
| 9 digit Campus ID # | 214901111 | | | |
| District Name (if different) | | | | |
| Distance to Center | 6 miles | | | |

**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| Center Number: 6 | Center Name: | | |
|---|---|---|---|
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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**TEA Program Requirement 3: Center Operation Requirements**
**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Center Number: 7 | Center Name: |
|---|---|
| 9 digit campus ID# | Distance to Fiscal Agent (Miles) |
| Grade Levels to be served (PK-12) | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| Center Number: 8 | Center Name: |
|---|---|
| 9 digit campus ID# | Distance to Fiscal Agent (Miles) |
| Grade Levels to be served (PK-12) | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|---|---|
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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**TEA Program Requirement 3: Center Operation Requirements**
**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Center Number: 9 | Center Name: |
|---|---|

| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
|---|---|---|---|
| Grade Levels to be served (PK-12) | | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | |
| **Number of Adults (parent/ legal guardians only) to be served:** | |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| **Campus Name** | | | | |
| **9 digit Campus ID #** | | | | |
| **District Name (if different)** | | | | |
| **Distance to Center** | | | | |

**Chart 1:** Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| Center Number: 10 | Center Name: |
|---|---|

| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
|---|---|---|---|
| Grade Levels to be served (PK-12) | | | |

**Chart 2:** Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

| | Total |
|---|---|
| **Number of Regular Students (attending 45 days or more per year) to be served:** | |
| **Number of Adults (parent/ legal guardians only) to be served:** | |

**Chart 3:** Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|---|---|---|---|---|
| **Campus Name** | | | | |
| **9 digit Campus ID #** | | | | |
| **District Name (if different)** | | | | |
| **Distance to Center** | | | | |

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**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students and families most in need will be identified from the following type of campuses:

- Title I, Part A, schools that serves a high percentage of students from low-income families and families of such students;

- Campuses in need of improvement;

- Schools that serve a high percentage of students from low-income families (40% or more students identified as economically disadvantaged), as indicated on the data submitted to PEIMS for the current school year.

## RECRUITMENT

Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 30 days. The project will make every effort to recruit these individuals by distributing flyers to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Project Director and the Site Coordinators will meet with the principal and teachers of each school to explain the project and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the project. A completed registration form will include a parental signature which:

1) Gives the student permission to participate;
2) Documents the parent(s)' commitment to ensure their child attends the after-school sessions;
3) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs;
4) Documents the parent(s) commitment to participating in the family literacy and educational activities; and
5) Indicates if parent(s) would like to volunteer during the after school sessions.

The district will provide the following innovative and 21st century marketing and retention strategies:

- Electronic Newsletters and Marketing
- Press Releases
- 21st CCLC Project Website Development
- Webinars
- Social Media

- Post Parents Notifications and Invites on 21st CCLC webpage
- Provide student incentives and awards for attendance
- Post online student testimonials

## RETENTION

Retention strategies will be implemented to enable students and families to remain in the project long enough to achieve their goals and/or make a successful grade level or course transition.

Strategies employed will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, transportation, food, clothing, and utility assistance, through the services the our community partners.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: **214-901** | Amendment # (for amendments only): |

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has developed a consistent and dependable schedule of weekly activities for each of the Community Learning Centers. The campus schedules are listed below with different hours of operation that better suit the requirements of their students. Regular students and adult family members will be required to attend the project as stated in the grant application. Regular students will be required to attend 30 days or more during the school year. **The district is proposing to extend summer programming to six (6) consecutive weeks.** Efforts will be made to coordinate activities with regular school day calendars (e.g., holidays, spring break, STAAR testing, summer break). Activities will begin August 2016 and end no later than July 2017 and will be a minimum of 45 minutes in length. Tentative hours for operation will be: Monday – Thursday,4:15 PM - 7:15 PM, with optional Saturday Family Activities from 9:00 am to 12:00 am. Summer Schedules would be held in the morning, correlating transporation services with summer school schedules.

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

### CENTER SAFETY FOR STUDENTS

The following procedure will be employed to ensure students travel safely to and from the Community Learning Centers:

- Immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus and/or **sign-in** or participate in roll call.
- At the end of the project day, the Lead Teachers will ensure that students are on the evening school bus or are appropriately **signed-out** when picked up by parent, guardian, or designated individual; and subsequently check in with the Site Coordiator in charge of that center.
- The district will also provide transportation for students wishing to participate in weekend and summer activities.

The project will take place on the school campuses, which offers students safe and easily accessible facilities. The district will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the district proposes to have a center at each of its 2 campuses.

Each student participating in the project will be required to have a Participation Registration Form (Parental Consent Form) filled out and signed by their parent or guardian, prior to joining in any activities. The Participation Registration Form will require the parent/guardian of the student to identify the method by which the student will leave the project each day. The parent/guardian will also be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the project will be required to be **signed-out** of the project (approved parent/guardian or designee) and provide identification. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

During the course of the project, students may be invited to participate in field investigations that require them to leave the campus. Prior to students participating in any field investigations, students will be given a Parental Consent Form to be signed by their parent or guardian and returned to CCLC staff. The Parental Consent Form will advise parents/guardian of the time and date of departure, date, and time of return, and their destination. All students eligible to participate in the field investigation will be required to wear a name tag and project t-shirt that clearly identifies them as part of the project. Upon returning to the campus, the procedures in place for the daily pick up of students will be employed.

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**TEA Program Requirement 4a**: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Design: **The proposed activities relate directly to the program goals, local objectives, and strategies as well as to the program description and program requirements (4 pts).**

**Activities, including enrichment activities, will be aligned to address students' specific needs as well as be aligned to the school day curriculum.**

The district and campus administrators will ensure they understand the goals and objectives of the 21$^{st}$ CCLC grant to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current instruction. Community partners will be recruited to address any outstanding needs that the district does not have trained personnel or time to address.

Other instruments that will be utilized to determine academic need will include: District Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

**How activities will address their specific needs to achieve positive student outcomes.**
Activities that will be utilized may include:

- **Academic Performance:** academic assistance in math, science, reading, writing, Homework Help, ESL, computer literacy, number sense, peer-tutoring, reading clubs, virtual journals, e-diaries, STAAR review, PSAT prep, SAT/ACT prep, and critical thinking.
- **Enrichment:** leadership training, character education, community service, student clubs, sports activities, drug and violence prevention, and self-esteem courses.
- **Attendance:** Involve parents in all truancy prevention activities; ensure that students face firm sanctions for truancy; create meaningful incentives for parental responsibility; establish on-going truancy prevention programs in school; and involve local law enforcement in truancy reduction efforts.
- **Behavior:** Drug and violence prevention activities. These types of services will reinforce and complement the regular academic program by focusing on prevention and intervention activities, social and emotional issues, and student advocacy.
- **Promotion Rates:** All students will have access to individualized and small group instruction through tutorials and homework assistance. Collaborative partnerships will also provide an array of academic and enrichment activities that help increase promotion rates.
- **Graduation Rates:** Provide varied resources such as: student career interest inventories; secondary school course pathway information; personalized student portfolios; graduation planning and information for parents on college and career readiness.

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**TEA Program Requirement 4b**: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Staff to student ratio to ensure instruction meets the student's needs:**

RGCCISD will ensure that students are supervised by qualified individuals (Site Coordinators, Family Engagement Specialists, Tutors, Contracted Partners, and Project Director) at all times with the appropriate student to staff ratio (22 to 1).

RGCCISD understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The district proposes an adaptive instructional process in order to provide students with a variety of manners to process information to ensure each student learns effectively.

By providing a learner(s) with curriculum content through means other than traditional written text, the district can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The district will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners more actively involved in the learning process through the implementation of every pupil response techniques (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Other instructional methods that will be applied will include:

1. **Individual Instruction** – Provides highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.
2. **Small-Group Instruction** – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.
3. **Response to Intervention (RtI)** - The practice of meeting the academic and behavioral needs of all students through a variety of services. RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in:
    - More effective instruction;
    - Increased student achievement;
    - More appropriate LD identification;
    - Increased professional collaboration; and
    - Overall school improvement.

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**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RGC CISD will hire a full-time Family Engagement Specialist (FES). The FES will report to the Project Director. The FES position will require the following special knowledge and skills:

### Family Engagement Specialist (FES)

| | |
|---|---|
| **Special Knowledge/Skills:** | • Ability to maintain positive working relationships with the public and frontline staff<br>• Strong organization and time management skills<br>• Excellent written and verbal communication skills<br>• High degree of computer proficiency using Microsoft Office<br>• Familiar with community and support agencies<br>• Experience in working with educational, social service, or family support service setting<br>• **Preferred** – Ability to communicate in native language of project recipients |
| **Qualifications:** | A minimum of an Associate's Degree in education or related field will be required. Experience working with high risk children and families; staff supervision; and knowledge of community resources. Preferred 21st CCLC or After-School Summer School Program experience. |

Advertisement of the position will be provided through print and/or Internet (district website).

The Family Engagement Specialist will work in conjunction with the district's Parental Involvement Liaisons, Family Community-Based Organization, and Region One ESC staff to provide information, recruit, and provide services to families

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Recruit Families:** The FES will work with the Project Director and Site Coordinator(s) to recruit families by devising a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquees, along with district and campus websites. In addition, the FES will distribute flyers to local agencies that provide services to the targeted families such as:
- Texas Workforce Centers;
- Local family clinics;
- Community-based Organizations; and
- Faith-based Organizations.

**Coordination of family engagement strategies across all centers:**
The FES will work closely with the Project Director and Site Coordinators to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the project. Each activity will include recommended strategies for each center.
The Site Coordinators will provide on-going coordination across all centers. Data will be collected on: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of student use of resources; 3.) student progress towards enrollment in college and post-secondary education/ training; and 4.) degree of satisfaction with the project. Findings will be utilized to recruit and retain families.
Moreover, the FES will review all available data from the Project Director and Site Coordinators along with interviewing teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

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|---|---|
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**TEA Program Requirement 5c:** Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A family assessment based on community needs, parental surveys, and testimonials were utilized to determine the proposed family activities:

| FAMILY ENGAGEMENT ACTIVITIES | | |
|---|---|---|
| Fall | Spring | Summer |
| RGCCISD will provide the following activities:<br>• Truancy Prevention Training<br>• Family Literacy Education<br>• Parental Involvement Activities<br>• Parental Support Services<br>• Fitness/Wellness<br>• Family Counseling<br>TWC will provide the following Activities:<br>• Workforce Training<br>• Career Counseling<br>• Career Development<br>• Employment Skills Training | RGC CISD will provide the following activities:<br>• Family Literacy Education<br>• Parental Involvement Activities<br>• Parental Support Services<br>• Fitness/Wellness<br>• Family Counseling<br><br>TWC will provide the following Activities:<br>• Workforce Training<br>• Career Counseling<br>• Career Development<br>• Employment Skills Training | RGC CISD will provide th following activities:<br>• Truancy Prevention Training<br>• Family Literacy Education<br>• Parental Involvement Activitie<br>• Parental Support Services<br>• Fitness/Wellness<br>Family Counseling<br>TWC will provide the followir Activities:<br>• Workforce Training<br>• Career Counseling<br>• Career Development<br>• Employment Skills Training |

The district has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The district will also maximize the following resources:
- Title I Part A - Improving Basic Programs;
- IDEA-B Special Education - Grants to States
- IDEA-B Special Education - Preschool Grants
- Title I, Part C, State Agency Program - Migrant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, Part A, Immigrant
- Title III, Part A, LEP
- Title VI, Part B, Rural and Low Income Schools Program

The Superintendent and the Assistant Superintendent for Finance and Operations will ensure that previously allocated state and local funds are not diverted from the campuses because of its acquisition of the 21$^{st}$ CCLC grant funding. If awarded, the project activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

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## Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: **214-901** | Amendment number (for amendments only): |
|---|---|

**No Barriers**

| # | No Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | ☐ | ☐ | ☐ |

**Barrier: Gender-Specific Bias**

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|---|---|---|---|---|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☐ | ☐ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☐ | ☐ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☒ | ☐ | ☐ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☒ | ☒ | ☐ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☒ | ☐ | ☐ |
| A99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B01 | Provide program information/materials in home language | ☒ | ☐ | ☒ |
| B02 | Provide interpreter/translator at program activities | ☐ | ☐ | ☐ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☐ | ☐ | ☐ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☐ | ☐ | ☐ |
| B05 | Develop/maintain community involvement/participation in program activities | ☐ | ☐ | ☐ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☐ | ☐ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☒ | ☐ |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | ☐ | ☐ | ☐ |
| B09 | Provide parenting training | ☐ | ☐ | ☐ |
| B10 | Provide a parent/family center | ☐ | ☐ | ☐ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☐ | ☒ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: **214-901** | | Amendment number (for amendments only): | | |

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☐ | ☐ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☒ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☒ |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☐ |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | ☐ | ☒ | ☒ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☒ | ☐ | ☒ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Gang-Related Activities**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C01 | Provide early intervention | ☐ | ☐ | ☐ |
| C02 | Provide counseling | ☐ | ☐ | ☐ |
| C03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| C04 | Provide flexibility in scheduling activities | ☐ | ☐ | ☐ |
| C05 | Recruit volunteers to assist in promoting gang-free communities | ☐ | ☐ | ☐ |
| C06 | Provide mentor program | ☐ | ☐ | ☐ |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
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**Barrier: Gang-Related Activities (cont.)**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| C08 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| C09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| C10 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| C11 | Establish collaborations with law enforcement agencies | ☐ | ☐ | ☒ |
| C12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☒ |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | ☐ | ☒ | ☒ |
| C99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Drug-Related Activities**

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| D01 | Provide early identification/intervention | ☒ | ☐ | ☐ |
| D02 | Provide counseling | ☒ | ☐ | ☐ |
| D03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | ☐ | ☐ | ☐ |
| D05 | Provide mentor program | ☐ | ☐ | ☐ |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☒ | ☐ | ☐ |
| D07 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| D08 | Provide comprehensive health education programs | ☐ | ☐ | ☐ |
| D09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| D10 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| D11 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| D12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | ☐ | ☐ | ☐ |
| D99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| E01 | Provide early identification and intervention | ☒ | ☐ | ☐ |
| E02 | Provide program materials/information in Braille | ☒ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
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**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E03 | Provide program materials/information in large type | ☒ | ☐ | ☐ |
| E04 | Provide program materials/information in digital/audio formats | ☒ | ☐ | ☐ |
| E05 | Provide staff development on effective teaching strategies for visual impairment | ☐ | ☒ | ☐ |
| E06 | Provide training for parents | ☐ | ☐ | ☒ |
| E07 | Format materials/information published on the internet for ADA accessibility | ☐ | ☐ | ☐ |
| E99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | | | |
|---|---|---|---|---|
| F01 | Provide early identification and intervention | ☒ | ☐ | ☐ |
| F02 | Provide interpreters at program activities | ☒ | ☐ | ☐ |
| F03 | Provide captioned video material | ☐ | ☐ | ☐ |
| F04 | Provide program materials and information in visual format | ☐ | ☐ | ☐ |
| F05 | Use communication technology, such as TDD/relay | ☐ | ☐ | ☐ |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | ☐ | ☐ | ☐ |
| F07 | Provide training for parents | ☐ | ☐ | ☐ |
| F99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention | ☒ | ☐ | ☐ |
| G02 | Expand tutorial/mentor programs | ☒ | ☒ | ☐ |
| G03 | Provide staff development in identification practices and effective teaching strategies | ☐ | ☒ | ☐ |
| G04 | Provide training for parents in early identification and intervention | ☐ | ☐ | ☐ |
| G99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Physical Disabilities or Constraints**

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|---|---|---|---|---|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | ☒ | ☒ | ☒ |
| H02 | Provide staff development on effective teaching strategies | ☐ | ☐ | ☐ |
| H03 | Provide training for parents | ☐ | ☐ | ☐ |
| H99 | Other (specify) | ☐ | ☐ | ☐ |

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**Barrier: Inaccessible Physical Structures**

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|---|---|---|---|---|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | ☐ | ☐ | ☐ |
| J02 | Ensure all physical structures are accessible | ☒ | ☒ | ☒ |
| J99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Absenteeism/Truancy**

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|---|---|---|---|---|
| K01 | Provide early identification/intervention | ☒ | ☐ | ☒ |
| K02 | Develop and implement a truancy intervention plan | ☒ | ☒ | ☒ |
| K03 | Conduct home visits by staff | ☒ | ☐ | ☒ |
| K04 | Recruit volunteers to assist in promoting school attendance | ☐ | ☐ | ☐ |
| K05 | Provide mentor program | ☐ | ☐ | ☐ |
| K06 | Provide before/after school recreational or educational activities | ☐ | ☐ | ☐ |
| K07 | Conduct parent/teacher conferences | ☐ | ☒ | ☒ |
| K08 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| K09 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| K10 | Coordinate with health and social services agencies | ☐ | ☐ | ☐ |
| K11 | Coordinate with the juvenile justice system | ☐ | ☐ | ☐ |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| K99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|---|---|---|
| L01 | Coordinate with social services agencies | ☒ | ☐ | ☒ |
| L02 | Establish collaborations with parents of highly mobile families | ☐ | ☐ | ☐ |
| L03 | Establish/maintain timely record transfer system | ☒ | ☐ | ☒ |
| L99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Support from Parents**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M01 | Develop and implement a plan to increase support from parents | ☒ | ☒ | ☒ |
| M02 | Conduct home visits by staff | ☐ | ☐ | ☐ |

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**Barrier: Lack of Support from Parents (cont.)**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| M03 | Recruit volunteers to actively participate in school activities | ☐ | ☐ | ☐ |
| M04 | Conduct parent/teacher conferences | ☒ | ☒ | ☒ |
| M05 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| M06 | Provide parenting training | ☒ | ☒ | ☐ |
| M07 | Provide a parent/family center | ☐ | ☒ | ☒ |
| M08 | Provide program materials/information in home language | ☐ | ☐ | ☒ |
| M09 | Involve parents from a variety of backgrounds in school decision making | ☐ | ☐ | ☐ |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| M11 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☒ |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| M15 | Facilitate school health advisory councils four times a year | ☐ | ☐ | ☐ |
| M99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | ☐ | ☒ | ☒ |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | ☐ | ☒ | ☐ |
| N03 | Provide mentor program for new personnel | ☐ | ☒ | ☒ |
| N04 | Provide intern program for new personnel | ☐ | ☐ | ☐ |
| N05 | Provide an induction program for new personnel | ☐ | ☐ | ☐ |
| N06 | Provide professional development in a variety of formats for personnel | ☐ | ☐ | ☐ |
| N07 | Collaborate with colleges/universities with teacher preparation programs | ☐ | ☐ | ☐ |
| N99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | ☐ | ☒ | ☒ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | ☐ | ☒ | ☐ |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | ☐ | ☒ | ☒ |
| P99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| Q03 | Conduct program activities in community centers and other neighborhood locations | ☒ | ☐ | ☐ |
| Q99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |

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## Schedule #19—Private Nonprofit School Participation

| County-District Number or Vendor ID: **214-901** | Amendment number (for amendments only): |
|---|---|

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

### Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **1**

### Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

| ☐ Certified letter | ☒ Documented phone calls | ☐ Meetings |
|---|---|---|
| ☐ Fax | ☐ Email | ☐ Other method (specify): |

### Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **NA**

Check box only if there is no data available to determine the number of eligible students: ☒

### Total Nonprofit Participants

| Total nonprofit schools participating: **0** | Total nonprofit students participating: **0** | Total nonprofit teachers participating: **0** |
|---|---|---|
| No nonprofit schools participating: ☒ | No nonprofit students participating: ☒ | No nonprofit teachers participating: ☒ |

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

### Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

| ☐ Certified letter | ☐ Documented phone calls | ☐ Meetings |
|---|---|---|
| ☐ Fax | ☐ Email | ☐ Other (specify): |

### Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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## Part 3: Services and Benefits Delivery

**Designated Places/Sites**

| ☐ Public school | ☐ Private nonprofit school | ☐ Neutral site |
|---|---|---|

| ☐ Other (specify): | | |
|---|---|---|

**Designated Times**

| ☐ Regular school day | ☐ Before school day | ☐ After school day |
|---|---|---|

| ☐ Summer vacation | ☐ Other (specify): | |
|---|---|---|

## Part 4: Selection Criteria/Activity Timeline

| # | Private Nonprofit School Name/ Number of Students and Teachers | | Selection Criteria | Major Activities | Activity Begin/ End Date |
|---|---|---|---|---|---|
| 1 | School name: | | Activity #1 selection criteria | Activity #1 major activities | Activity #1 begin date |
| | # of students: | # of teachers: | | | Activity #1 end date |
| 2 | School name: | | Activity #2 selection criteria | Activity #2 major activities | Activity #2 begin date |
| | # of students: | # of teachers: | | | Activity #2 end date |
| 3 | School name: | | Activity #3 selection criteria | Activity #3 major activities | Activity #3 begin date |
| | # of students: | # of teachers: | | | Activity #3 end date |
| 4 | School name: | | Activity #4 selection criteria | Activity #4 major activities | Activity #4 begin date |
| | # of students: | # of teachers: | | | Activity #4 end date |
| 5 | School name: | | Activity #5 selection criteria | Activity #5 major activities | Activity #5 begin date |
| | # of students: | # of teachers: | | | Activity #5 end date |

## Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| | Description of Difference in Benefits | | Reason for the Difference in Benefits |
|---|---|---|---|
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |

| For TEA Use Only | |
|---|---|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

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